DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 2/Rock On!   Course Code: ELA

COURSE INTRODUCTION:

In the second grade, students continue to become independent readers and writers, able to conduct research, write reports, form opinions and write narratives recounting sequential events. Details describing actions, thoughts, and feelings will be included in the writing. These pieces will provide a sense of closure. A variety of topics gives students experience with rich literature, literary responses, opinion pieces, stories, letters, and explanations. Students build grammatical knowledge, practice reading for meaning, and collaborate in conversations.   Use of online resources will support student learning. Students will experience folk tales, fables, stories, poems, and informational texts.

UNIT DESCRIPTION:	SUGGESTED UNIT TIMELINE: 4-5 weeks
In this unit of study students will engage in Writers Workshop through Interactive Read Aloud and The Writing Process. Prior to researching/analyzing information, and writing a report, students will activate schema through an interactive/shared writing experience. Students will research and record factual information, as well as answer questions through nonfiction texts, observations and exploratory activities. Students will take recorded research and draft, revise, edit and publish a report about rocks and soils, focusing on factual information, organization, punctuation and spelling. Students will gain knowledge and identify properties of rocks and soils, observe and identify examples of changes in Earth's surface, and describe how people use Earth's materials.	**CLASS PERIOD (min.): 45 min.**
Diverse Learners **Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.**	
Provide Feedback	

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ESSENTIAL QUESTIONS:

1. How can research help me understand more about a topic?

2. How can I use research to help me write about a topic?

3. How do rocks and soils affect the Earth?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	**Performance Goals**	**CCSS ELA Grade Level**	**CCSS ELA Anchor**	**DOK**
1. Write an informational text about rocks and soils using factual information, and providing a concluding statement		W.3.A.2.a W.2.A.2 W.2.B.2.a	1.1 1.2 1.7 1.8 2.1	W.2.2		2
1. With guidance and support, revise and edit informational writing.		W.2.B.2.b W.2.C.2.a	1.8 2.2	W.2.5		3
2. Participate in shared research to produce a report about rocks and soils		W.1.A.2.a W.1.A.2.c	2.1 2.2	W.2.7		3

		W.1.A.2.d	2.3 4.6			
2. **Research and record information about rocks and soils to answer posed questions**		**W.3.A.2.a** **R.1.H.2.c**	**1.2**	**W.2.8** **RI.2.5** **RI.2.7** **RI.2.8**		**2**
3. **Share and discuss information about rocks and soils with peers in small, and whole group settings.**		**R.1.H.2.b** **R.1.H.2.d**	**2.3**	**SL.2.1.a** **SL.2.1.b** **SL.2.1.c** **SL.2.2** **SL.2.6** **L.2.3** **L.2.6** **RI.2.6**		**2**
3. **Use known spelling patterns when drafting, and editing**		**W.2.E.2.e** **W.2.E.2.f**	**2.2**	**L.2.2.d** **L.2.2.e**		**3**

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ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)
• **Formative Assessment: Editing for Spelling: Students engage in the shared writing process showing knowledge of known spelling patterns and rules (teacher-made observation/anecdotal records, see Editing for Spelling)** • **Formative Assessment: Graphic Organizer: Using graphic organizer (see attachment), students will identify facts from information learned through books and class activities.** • **Formative Assessment: Students draft an informational piece using factual information from information learned through books and class activities.** • **Summative Assessment: Students revise, edit and publish an informational piece showing knowledge of grammar and conventions (see attachment)** ***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3 4 5 6	**1. Teachers will lead students in a shared/interactive paragraph writing experience about rocks and soils to build background and activate schema, as well as provide students with the opportunity to revise and edit the paragraph. (see attachment)**
3	**2. Teachers model interactive read aloud, helping students determine importance through text features.**
3 4	**3. Teachers read aloud, and provide students with several nonfiction books to gather information about rocks and soils, modeling how to record information in Science notebooks and on a class shared recording chart. Teachers facilitate experiences that help students understand more about rocks and soils examples: observations and teacher-led activities). (see attachment)**
3	**4. Teachers create large chart with room to add observations/new learning, questions, and proven facts, leaving room for the following areas: types/properties of rocks, components and properties of soils, how rocks and soils change the Earth, how rocks and**

4	soils are used. Teachers give students the opportunity to add questions to add to the chart, and evaluate learning by adding 'proven facts" throughout the study.
3 4	5. Teachers give students the opportunity to share learning in whole and small group settings, encouraging students to discuss any misconceptions.
1 2	6. Teachers use mini-lessons to help students throughout the writing process. Examples: fact v. opinion in writing, transitioning from one paragraph to another, organizing information in a report, using known spelling patterns to edit for spelling
2	7.Teacher provides time for students to draft, revise, edit, and publish writing
2	8.Teacher has individual conferences with students to revise and edit writing (see Editing for Spelling)
3	9. Teacher facilitates student-to-student reflection of their learning.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3 4 5 6	1.Students will participate in a shared/interactive writing about rocks and soils by drafting, revising, and editing as a class.
3	2. Students use nonfiction books and teacher-led experiences to record information in Science notebooks
3 4	3. Students ask questions to add to the class recording chart, and use nonfiction books and recorded information to answer the questions.
3 4	4. Students participate in discussions about rocks and soils, sharing proven facts and discussing any misconceptions.

3 4	5. Students take gathered information to draft an informational piece, including factual information from the class recording chart, and observations made in Science notebook, providing a sense of concluding statement in their writing.
1 2	6.Students work with the teacher, or other adults to revise and edit their writing.
2	7.Students use known spelling patterns, and age appropriate dictionaries to correctly spell words in their writing (see Editing for Spelling).
2	8.Students make a final copy of their writing during the "publishing" process, using the scoring guide.
3	9.Students reflect on what they have learned by answering the following question in writing, or through peer to peer conversations: How has my thinking about rocks and soils changed from the beginning of this unit to now?

UNIT RESOURCES: (include internet addresses for linking) The teacher will gather books on Rocks & Soils. DESE Scoring Guide Link: http://dese.mo.gov/divimprove/assess/Released_Items/current/cascoring.pdf